

Concept:	Learning Area	Year Level
Patterns	Problem Solving Reasoning and Numeracy	Nursery 3-4yr olds

Intended Outcomes-knowledge	Intended outcomes –skills
<ul style="list-style-type: none"> Sort, order and classify objects by one attribute Identify copy and create simple patterns or sequences of sounds shapes and motions in the context of daily activities and play 	<ul style="list-style-type: none"> Explain why and how they sorted objects Make own patterns Read patterns Explain how/why they extended a pattern
<p>Class learning Tasks</p> <ul style="list-style-type: none"> Give children animals sort (animals vary in colour, red, blue green etc). Observe how children choose to sort the animas. Look for patterns in the environment Make patterns with two parts Children learn ‘sound off’ song 	<p>Differentiation for</p> <p>Content:</p> <p>Sorting:</p> <p>Invite Y to sort the animals in a different way(classify dogs, cats etc.)</p> <p>Identifying Patterns:</p> <p>Y goes on a patter walk in the school</p> <p>Sequence of sounds:</p> <p>Y repeats pattern of clicks, claps and pats.</p> <p>Process</p>

	<p>During a one on one activity Y explains why she sorted the animals in a particular way.</p> <p>Y has child's camera, photographs her findings.</p> <p>Y makes her own pattern using shapes, reads her pattern and predicts what comes next.</p> <p>Give Y clicks, claps and pats cards. Demonstrate how to make a pattern and then perform the series of sounds and movements. Invite Y to try and make her own pattern with three parts.</p> <p>Product :</p> <p>Makes a booklet of her photographs</p> <p>Displays her pattern</p> <p>Invites peers to try her pattern of clicks, claps and pats.</p>
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Bloom's Taxonomy:

Patterning:

Show Y two different patterns and ask her to compare the patterns and explain her findings-(analysing)

Pattern Walk:

Evaluate the areas of the school to see which has more patterns and discuss why (evaluate).

Display from Pattern Walk, clicks, claps and pats:

Display photographs of patterns and clicks, claps and pats. Scribe Y's statements and add to display (synthesizing).

Show Y a child's patterned hat:

S Why this size?

C Why this colour?

U What are its uses?

M Why these materials?

P What are the parts?

S Why this shape?

SCUMPS is more useful for three year olds but one may not be able to use it all the time.

MELTABRC: not so useful for three year olds. Elements of it could be modified to suit a young age group in relation to familiar story etc.

